

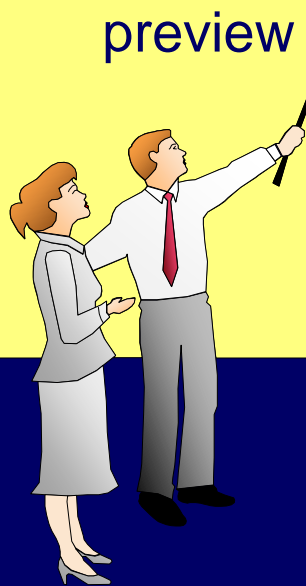
Welcome To: Teaching By Design Not By Chance Differentiating Our Instruction

OPENING: attention, outcome,
review

BODY: heart of the lesson; model
prompt, check

CLOSE: review, independent work,
preview

Learning Profiles/Styles
Engaging Learning Strategies



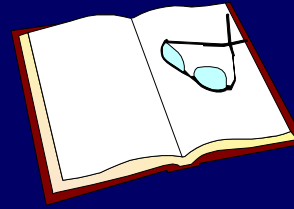
GROUP AGREEMENTS

- 1. I am first and foremost a student.**
- 2. I agree to participate 100% in this Teaching By Design workshop.**
- 3. I recognize that every idea has potential. Therefore, I will not negate the ideas of others.**
- 4. There are no dumb questions.**

- 5. I will maintain a positive attitude and refrain from negative thoughts or expressions such as, "That's ridiculous," or "I can't."**
- 6. I will speak clearly so all can hear me, and I will not interrupt when others are speaking.**
- 7. I will have fun!**

WE LEARN

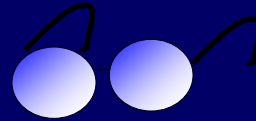
10% of what we....READ



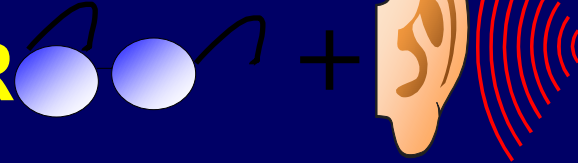
20% of what we....HEAR



30% of what we....SEE



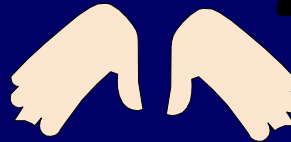
40% of what we....SEE and HEAR



70% of what we....SAY



80% of what we....DO



95% of what we....TEACH



A differentiated classroom will have a combination of teacher directed, teacher selected activities, and learner centered, learner selected activities; whole class instruction, small group instruction, and individual instruction.



A Working Definition of Differentiation

Differentiation has come to mean "consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students."

Tomlinson, Carol Ann. *The Differentiated Classroom*

When Differentiating Instruction, The Three Most Important Questions to Continually Ask Yourself...

What do I want my students to know, understand, and be able to do?

What will I do instructionally to get my students to learn this?

How will my students show what they know?



Why Differentiate?

- Most students, even those involved in special programming, spend the vast majority of their time in regular classrooms.

Starko, Alane J. *Meeting the Needs of the Gifted Throughout the School Day: Techniques for Curriculum Compacting*

- Students vary in readiness, interest, and learning profile.

Tomlinson, Carol Ann. *The Differentiated Classroom*



Readiness is a student's entry point relative to a particular understanding or skill. To help a student to grow, we must begin where the child is. Some children, particularly those who have had early learning opportunities, begin school with well-developed skills and considerable understanding of various topics; other students arrive as true beginners and need basic instruction and additional practice.

Interest refers to a child's affinity, curiosity, or passion for a particular topic or skill. The advantage to grouping by interest is that it allows students to attach what they have been learning in class to things that they already find relevant and interesting and appealing in their own lives.

Learning profile has to do with how students learn. Some are visual learners, auditory learners, or kinesthetic learners. Students vary in the amount of time they need to master a skill or learn a concept.

How students learn can be shaped by:

environment

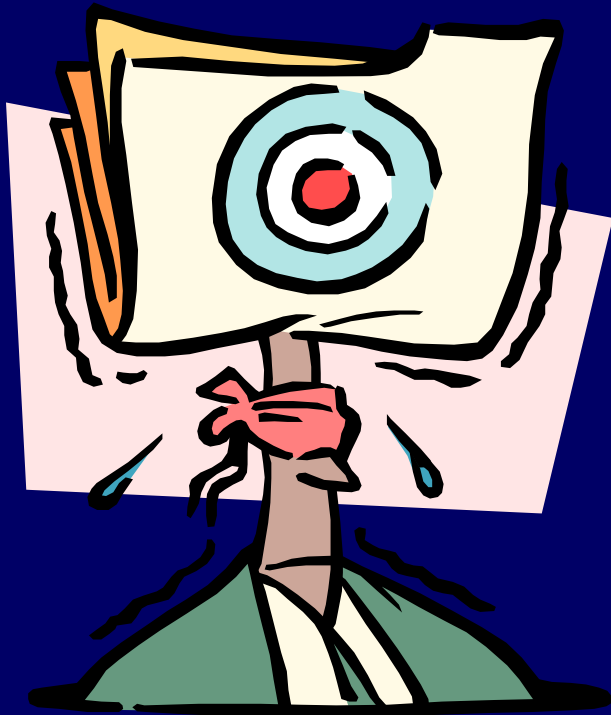
social organization

physical circumstances

emotional climate

psychological factors

What goals are we trying to achieve through differentiation?



- Increased academic learning
- Increased confidence in learning
- Enhanced intrinsic motivation for learning
- Self-directed learning behaviors

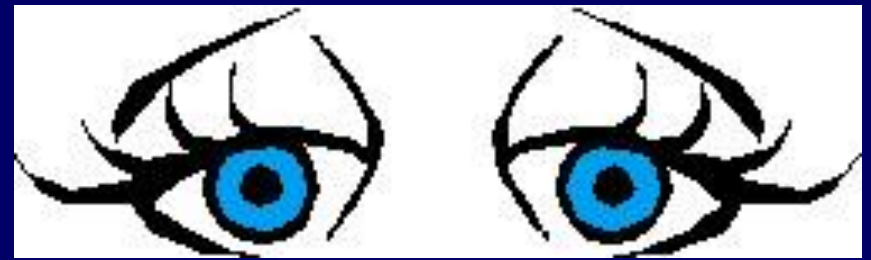
Learning Profiles/Styles

Assign students to tasks by learning style, such as adjusting preferred environment (quiet, lower lighting, formal/casual seating etc.) or learning modality: auditory (learns best by hearing information) visual (learns best through seeing information in charts or pictures) or kinesthetic preferences (learns best by using concrete examples, or may need to move around while learning) or through personal interests. Since student motivation is also a unique element in learning, understanding individual learning styles and interests will permit teachers to apply appropriate strategies for developing intrinsic motivational techniques.

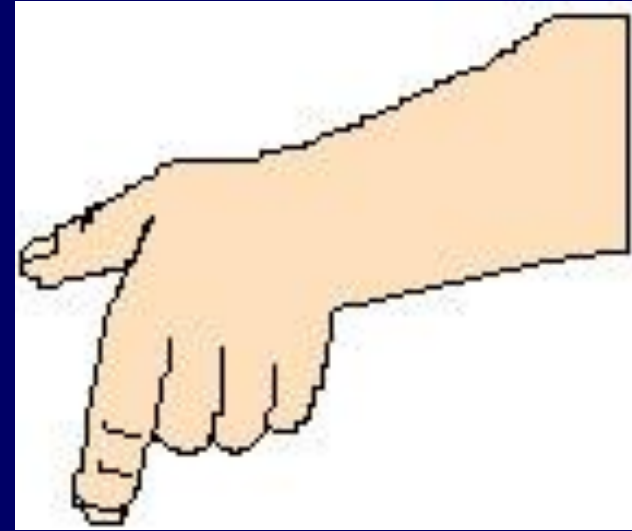
- **What are learning styles?**
 - Learning styles are simply different approaches or ways of learning.
- **What are the types of learning styles?**
 - **Auditory Learners:**
 - *learn through listening...*
 - They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.



- **Visual Learners:**



- *learn through seeing...*
- These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.



- **Tactile/Kinesthetic Learners:**
 - *learn through , moving, doing and touching...*
 - Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

Learning Style Determination Activity

- Visual
 - Write down the numbers 0-9 randomly in a horizontal line.
 - “Student” looks at them for 10 seconds
 - Cover the numbers and wait 10 seconds
 - Student repeats process
 - After waiting 10 seconds, have student recite the numbers in the correct order as they remember seeing them
 - Write down the student’s answers as they recite
 - Calculate the number correct.

Learning Style Determination Activity

- Auditory
 - Write down the numbers 0-9 randomly in a horizontal line.
 - Whisper the numbers into the student's ear.
 - Wait 10 seconds
 - Repeat process
 - After waiting 10 seconds, have student recite the numbers in the correct order as they remember hearing them
 - Write down the student's answers as they recite
 - Calculate the number correct.

Learning Style Determination Activity

- Kinesthetic
 - Write down the numbers 0-9 randomly in a horizontal line.
 - Have the student trace the numbers with his/her finger.
 - Cover the numbers and wait 10 seconds
 - Repeat process
 - After waiting 10 seconds, have student recite the numbers in the correct order as they remember tracing them
 - Write down the student's answers as they recite
 - Calculate the number correct.

The Language of Learners

- Visual

- See
- View
- Perceive
- Impression
- Etc



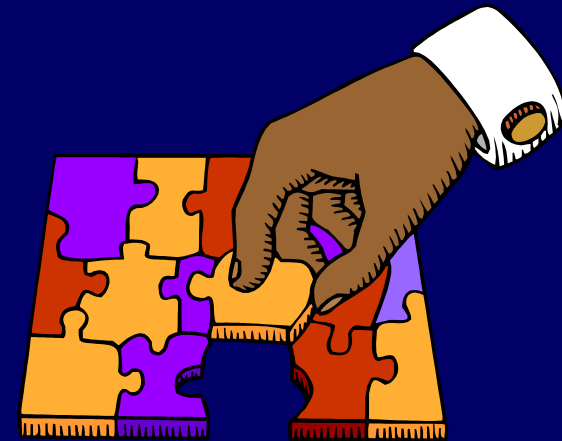
- Auditory

- Hear
- Say
- Sounds like
- Etc



- Kinesthetic

- Feel
- Grasp
- Get a hold of
- Etc



Learning Style Calibration

NeuroLinguistic Programming (NLP)

- **Watch The Eyes**
 - **Calibrate for where they go to access certain types of memories by asking questions to inspire those memories. (2 or 3 for each type)**
 - Try to remember the way your room looked when you left it this morning. (Visual Memory)
 - Try to remember some of the words of any song you heard on the radio today. (Auditory Memory)
 - Try to remember the last time you put something together like a jigsaw puzzle, or built something with your hands. (Kinesthetic Memory)
 - **After you calibrate where their eyes go for each memory type, watch where their eyes go when you are questioning them or testing them. The majority will access the type of memory that reflects their learning style.**

Characteristics & Study Tips

Auditory Learner Characteristics



- Remember what they hear
- Talk while they write
- Need phonics
- May be a sophisticated speaker
- Remember names, but forgets faces
- Eyes move down and to your right when they are listening to others
- Remember by listening, especially music
- Distracted by noise
- Games and pictures are annoying and distracting
- Write lightly and not always legibly
- Often, information written down will have little meaning until it has also been heard.
- May seem to be listening to something inside themselves, rather than the person they are communicating with.

Characteristics & Study Tips

Auditory Learner Study Tips

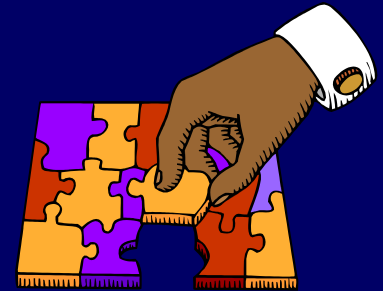


- Explain the material you are trying to learn to a study partner.
- Read explanations out loud. Be sure to go over all important facts out loud.
- Make up songs to go along with subject matter. The crazier the better.
- Record lectures and review these tapes while you drive.
- When learning new information, state the problem out loud. Reason through solutions out loud.
- Say words in syllables.
- Make up and repeat rhymes to remember facts, dates, names, etc.
- Find audio tapes that review the information you are trying to learn.
- Join or create a study group, or get a study partner.
- To learn a sequence of steps, write them out in sentence form, then read them out loud.
- Use mnemonics and word links.

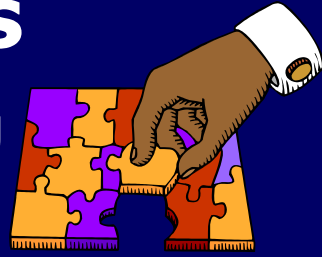
Characteristics & Study Tips

Kinesthetic Learner Characteristics

- Remember what was done, not what was seen or talked about.
- Don't hear things well
- Touch and movement are important
- Not avid readers
- Attack things physically (fight, hit, pound)
- Learn by imitation and practice.
- Touches things to get a sense of them.
- Likes to talk about feelings
- Poor spellers
- May have had or are having difficulty learning to read
- Love games
- Impulsive
- May appear slow if information is not presented in their style
- Likes to dress comfortably
- May unconsciously touch people a lot
- May be athletic, likes swimming, cooking, running, eating, sailing, dancing, working out, etc



Kinesthetic Learner Study Tips



- Hold the book in your hand while reading. (As opposed to laying it on a table).
- Write while you are reading or talking.
- Sit near the front of the classroom and take notes. This will help keep you focused.
- Spend extra time in any labs offered.
- Use a computer to reinforce learning by using the sense of touch.
- Practice breathing slowly.
- Write with your fingers in sand.
- Write lists repeatedly
- Exaggerate lip movements in front of a mirror
- Use hands on experience when possible
- Participate in any field trips offered
- Stand up when giving explanations.
- Use rhythm (beats) to memorize or explain information.
- Use gestures when giving explanations.
- Make models that demonstrate the main concept. The act of making the model will reinforce learning.
- Make flashcards for each step in the procedure. Put the cards in order until the sequence becomes automatic.
- Record class lectures. Listen to them while walking or exercising.
- Use role playing with a study partner.
- Associate feelings with information.

Characteristics & Study Tips

Visual Learner Characteristics



- Remember what was read or seen
- Don't retain what they hear for very long
- May think in pictures or may think in words
- Facial expressions show their emotions
- Information may not exist for them if it is not seen or written down
- Like written reports better than verbal ones
- Vivid imaginations
- Use color
- May be avid readers
- Will be unhappy with a presentation if they are unable to take detailed notes
- Remember faces, but not names
- Sensitive to the ways things look or appear
- In the habit of making lists for everything

Characteristics & Study Tips

Visual Learner Study Tips



- Take notes while listening to lectures.
- Use color-coded highlighting
- Use graph paper to create charts and diagrams that demonstrate key points.
- Actively review any photographs or diagrams in your textbook.
- Use visual metaphors to associate information.
- Write explanations down
- Make and use flashcards for studying. The act of writing the cards and viewing them will increase comprehension.
- Use illustrations to remember content.
- Organize your material. The more you organize your notes and study material, the easier it will be for you to remember content.
- Use visual analogies to associate information
- Use the computer to organize material and to create graphs, tables, charts, and spreadsheets.
- Review videotapes specific to the content you are studying

Teaching By Chance:

Chance: 1.The unknown and unpredictable element in happenings that seem to have no assignable cause. 2.A force assumed to cause events that cannot be foreseen or controlled. 3.luck. 4.An accidental or unpredictable event. a risk or hazard. -v **chanced, chanc . ing, chanc . es -tr.** To take the risk or hazard of. -*idioms* . **by chance.**
1.Without plan; accidentally. 2.Possibly.

Mary teaches fourth grade by chance.

What are Mary's teaching characteristics/behaviors?

THE DESIGN

Opening:

Attention, Outcome, Review

Body: *Heart of the Lesson*

Model - I do it

Prompt - We do it

Check - You do it

Close:

Review, Independent Work, Preview the Next Lesson

Organization of Students:

Calendar, Planner, Notebook

Attention:

- * Number of Responses
- * Perky Pace
 - More prepared responses
 - If you can't say it in 20 minutes...Don't!
- * Teacher Proximity
- * Connect:
 - Greet the students before and after
 - Use student's first name
 - Smile and watch body language
 - Monitor
 - Talk/Listen
 - Idea with name
- * Humor:
 - No bad jokes, sarcasm
 - Imbedded - Sense of delight in the moment
- * Enthusiastic!
- * Responses : Say, Write, Do
 - Attention + Practice + Accountability = LEARNING

INTRODUCING: *DR. ANITA ARCHER*

SLANT

S = sit-up

L = Listen

A = Ask/Answering(whisper)

N = Nod/Note

T = Track - Keep track of someone

SAY: GROUP

Choral/Group Response (Short and Same)

Looking at you.

- 1. Ask question.**
- 2. Raise your hands.**
- 3. Give thinking time.**
- 4. Say "Everyone."**
- 5. Lower your hands.**

Looking at common stimulus (chart, board, overhead transparency, etc.).

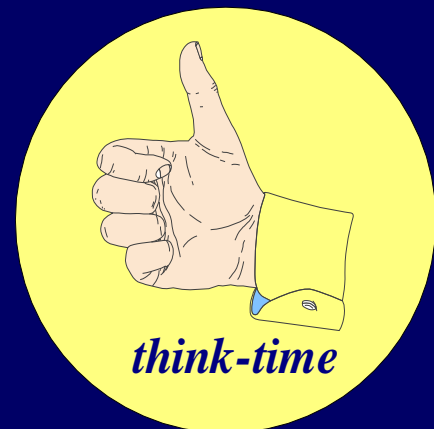
- A. Point to stimulus.**
- B. Ask a question.**
- C. Give thinking time.**
- D. Tap.**

SAY: PARTNERS

THINK - PAIR - SHARE

1. **T** = Think quietly and/or jot a note
2. **P** = Pair work, share with partners
3. **S** = Share with class

- * Monitor
- * Provide Feedback



SAY: INDIVIDUALS

- 1. Have students say an answer to their partners.**
- 2. Monitor as students are saying the answer. Correct and/or prompt answers as needed.**
- 3. Call on an individual student.**
- 4. Provide feedback.**

WRITE

(possible alternative: use slates)

- 1.** Make written responses short to reduce waiting time.
 - a.** One Item.
 - b.** Make the written task endless/eternal
- 2.** Reduce "sneakers"
 - a.** Put examples on the board or overhead.
 - b.** Students indicate completion by putting pencils down and looking up.
 - c.** Need buffer activities.
- 3.** ESE-Coping strategies accompanied by teaching.
- 4.** Monitor
- 5.** Provide feedback

DO

TOUCH directions, items, etc.

Have students put finger or pencil on stimulus.

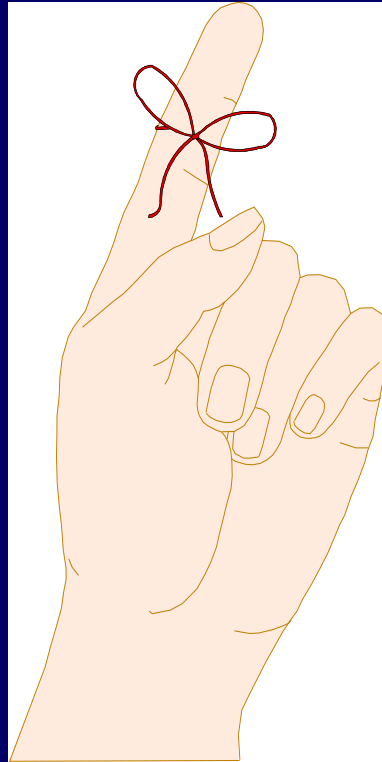
Secondary: "Put your pencil on #1."

Attention Deficit: Puts them on task

HAND SIGNALS

- ☐ Demonstrate hand signals and write on board or overhead if more than two signals.
- ☐ Practice hand signals
 - * Public or private signal "hand on heart"
 - * Operations of math.
 - * Response Cards
 - Yes/No, Boo/Yeah, Legislative, Executive, Judicial
 - Inclusion Classes = great support for figuring out answers.
 - Avoids "blurters."

BRAINSTORM COPING STRATEGIES



WHAT IS FAIR?

THE BODY

The Heart Of The Lesson

Model - I Do It !
Prompt - We Do It!
Check - You Do It!

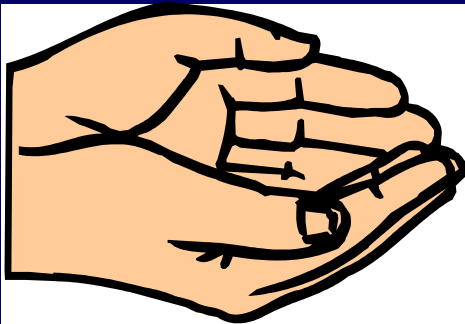


I DO IT!



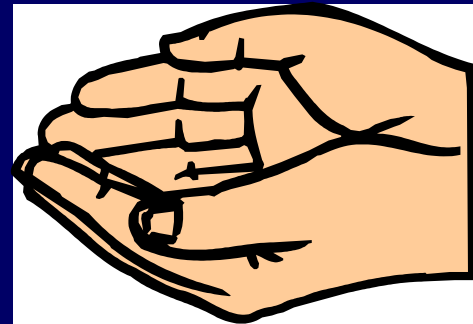
- 1. Step By Step Every Step Of The Way**
- 2. Exaggerate Steps**
- 3. Tell Them What You Are Doing**
- 4. Make Steps Overt**
 - a. Tell them what you are thinking**
- 5. Involve Students**
 - a. Ask questions get responses**
 - b. Thoughts are present**

Factoring Tree



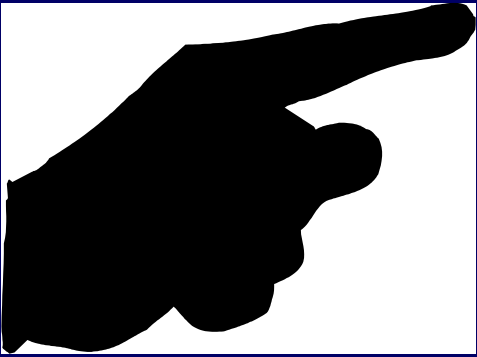
WE DO IT!

We is the Most Powerful



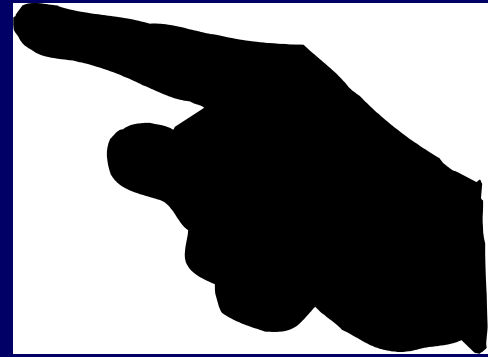
1. Step - Do - Step - Do - Step - Do
2. Practice Makes Permanent
3. Decreases Errors
4. Maximizes Success
5. Guides
6. # Of We Do Its = Competence of Students
7. Do Until the Majority Get It (School year is Over)
 - a. Help Those Who Don't
 - 📄 Peer Educator
 - 📄 Peer Partners

Factoring Tree



YOU DO IT!

Check For Understanding



1. Students Do
2. Teacher Floats
3. Monitor Students
4. Listen to Responses
5. Individual Help
6. Promotes Independence
7. Invite Students to Model
 - a. Get popular kids to model asking for help
8. Support to Get Maximum Amount of Success

Factoring Tree

Passage Reading



1. Choral - Read Together
 - a. "Keep your voice with mine."
2. Cloze
 - a. Teacher reads and delete words
 - b. Students say the words
3. Silent - Student Reads Silently
4. Partner - Side by Side - One Book
 - a. Touch the words, whisper read
 - b. Coach - Ask how to pronounce word
 - * Mistake - Tell (Repeat, Reread) - Recapture understanding - Become more careful
5. Partner - Lap to Lap - Each Have Book
 - a. One reads, two corrects errors, alternate reading/correcting
 - b. Low partner reads second - Both low = chorally
 - c. Triad - one low reads third if no time at least can participate in comprehension
 - * High students not bored
6. Silent Reading

ORAL COMPREHENSION

- 1. Story Retell**
- 2. Story Prediction**
- 3. Story Grammar**
- 4. Factual Reading**

TEXTBOOK READING



- 1.** Preview chapter using a learning strategy
- 2.** Read chapter with class/independently
 - a.** Read paragraph to/with/deleted words/partners/silently
- 3.** Learning Strategies
 - a.** Active Reading
 - b.** Indentation Notetaking
 - c.** Mapping
- 4.** Graphic Organizer/Concept Map
 - a.** Shows relationships/patterns



ACTIVE READING

R = READ

C = COVER

R = RECITE

C = CHECK

Indentation Notes

- * **Write your notes in your own words**
- * **Make the notes brief**
- * **Use abbreviations and symbols**
- * **Be sure you understand your notes.**

VA BEGINS TO GROW - P. 198

What was the most important product grown in VA, Why?

Name 2 changes made by the VA Company that helped VA to grow?

What was the first European lawmaking body elected in North America?

How was it structured?

A Colony Built On Smoke p. 198 **Tobacco**

**John Rolfe Introduces
Planted everywhere
Va Company encouraged planting by
giving land to colonist to earn money of their own.
John Rolfe
Marries Pochahontas
Introduces Tobacco**

The Start Of Self-Government p. 199 **House of Burgesses**

**Elected lawmakers
22 Representatives
Established 1619
First lawmakers elected in N. America**

MAPPING

1. Draw circles for headings & subheadings
2. Take notes on each paragraph
 - a. Write the topic in the circle
 - b. Write important details on lines

VA Begins To Grow p. 198

**A Colony Built On
Smoke p. 198**

The Start of Self-Govt p. 1999

Tobacco

John Rolfe

**House of
Burgesses**

John Rolfe introduces
planted everywhere
Va Company
encouraged planting

Marries Pocantas
Introduces tobacco

Elected Lawmakers
22 Representatives
Established 1619
First lawmakers
elected in N.A.

+ PLUS

**THE THINGS
THAT WORKED
FOR YOU.**

**WHAT YOU
LIKED ABOUT
THE TRAINING.**

△ DELTA

**WHAT COULD
BE CHANGED
OR IMPROVED
TO MAKE THE
TRAINING
BETTER?**

**ANY
SUGGESTIONS?**